

# The Classical Outlook

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## CHRISTOPHER COLUMBUS WRITES A LETTER

By EMORY E. COCHRAN

Fort Hamilton High School, Brooklyn, New York

**I**N APRIL, 1493, there was printed at Barcelona a letter of Christopher Columbus, written in Spanish, in which he first recorded his great discoveries in the New World. The existence of the Spanish original in a printed text of the period was for the first time made known in 1856, when the quarto now in the Ambrosian Library came to light. In 1890 a still earlier Spanish folio was discovered, and this was shortly thereafter acquired by the New York City Public Library.

Since Latin was virtually a universal language in 1493, Columbus' Spanish letter was immediately translated into Latin, so that all educated persons might be able to read it. In fact, four Latin versions are known to have been printed in 1493: (1) At Basle, the pictorial, or illustrated, edition, with curious woodcuts supposed by some to have been copied from drawings made originally by Columbus himself (our Fig. 1 shows one of the illustrations of this edition); (2) in Rome, the Silber edition, so called from the name of the printer, Eucharius Argenteus; (3) in Rome, the Ferdinand edition, by Plannck, in which Isabella's name was omitted in the title; (4) probably in Rome, the Ferdinand and Isabella edition, by Plannck, in which the names of both sovereigns appeared. The New York Public Library has copies of all four of these Latin letters. There were at least five other versions of the letter printed in Latin, five in Italian, and one in German, before 1500.

There is general agreement among the four 1493 Latin versions. In the Ferdinand and Isabella edition, however, the title contains the words, "concerning the islands of India beyond the Ganges, recently discovered," whereas the other three read, "concerning the islands recently discovered in the Indian Sea." The name of Isabella was omitted in the pictorial edition, as well as in Plannck's "Ferdinand" edition. After Plannck had printed the Ferdinand edition, he was severely reproved by the Castilians in Rome for having produced a work so pointedly injurious to the credit of Queen Isabella. He therefore printed a second edition in which "inuictissimi Fernandi Hispaniarum Regis"



Fig. 1

was altered to "inuictissimorum Fernandi et Helisabet Hispaniarum Regum."

Our Fig. 2 is page one of Plannck's second, or "Ferdinand and Isabella" edition of the letter. It reads as follows:

(Abbreviations or omitted letters are indicated by parentheses. The sign / indicates the end of a line in the Latin version.)

"Epistola Christofori Colom: cui etas nostra multu(m) debet: de/ Insulis Indie supra Gangem nuper inue(n)tis. Ad quas perq(ui)ren/das octauo antea mense auspicis (et) ere inuictissimor(um) Fer- na(n)di (et) Helisabet Hispaniar(um) Regu(m) missus fuerat: ad magnificum d(omi)n(u)m/ Gabrielem Sanchis eorunde(m) serenissimor(um) Regum Tesaurari(m)/ missa: qua(m) nobilis ac litteratus vir Leander de Cosco ab Hispa/no idiomate in latinum co(n)uerit tertio kal(enda)s Maii. M. cccc. xciii/ Pontificatus Alexandri Sexti Anno primo./

"Quoniam suscepce prouintia rem perfectam me (con)secutum/ fuisse gratum tibi fore scio: has constitui exarare: que te/ vniuersiusq(ue) rei in hoc nostro itinere geste inuenteq(ue) ad/moneant: Tricesimo tertio die postq(uam) Gadibus discessi in mare/ Indicu(m) perueni: vbi plurimas insulas innumeris habitatas ho/minibus repperi: quarum omnium pro felicissimo Rege nostro/ preconio celebrato (et) vexillis extensis contradicente nemine pos/sessionem accepi: primeq(ue) earum diui Saluatoris nomen impo/sui: cuius fretus auxilio tam ad hanc: q(uam) ad ceteras alias perue/nimus. Eam v(er)o

Indi Guanahanin vocant. Aliaru(m) etiam vnam/quanq(ue) nouo nomine nuncupau: quippe alia(m) insulam Sancte/ Marie Conceptionis. aliam Fernandinam. aliam Hysabellam./ aliam Ioanam. (et) sic de reliquis appellari iussi. Cum primum in/ eam insulam quam dudum Ioanam vocari dixi appulimus: iu/xta eius litus occidentem versus aliquantulum processi: tamq(ue)/ eam magnam nullo reperto fine inueni: vt non insula(m): sed conti/nentem Chatai prouinciam esse crediderim: nulla t(ame)n videns op/pida municipia in maritimis sita confinib(us) preter aliquos vi/cos (et) predia rustica: cum quor(um) incolis loqui nequibam. quare si/mul ac nos videbant surripiebant fugam. Progre-diebar vltra: / existimans aliqua(m) me vrbem villasue inuenturu(m). Deniq(ue) videns/ q(uod) longe admodum progressis nihil noui emergebat: (et) h(u)jus mo(d)i via/ nos ad Septentrionem deferebat: q(uod) ipse fugere exoptaba(m): terris/ etenim regnabat bruma: ad Austrum-q(ue) erat in voto co(n)tendere:/"

We may translate as follows:

"Letter of Christopher Columbus, to whom our age owes much, concerning the islands of India beyond the Ganges, recently discovered. To search for these he had been sent eight months before, under the auspices and at the expense of the most invincible Ferdinand and Isabella (Helisabet), rulers of Spain. Addressed to the magnificent lord, Gabriel Sanchis, treasurer of the same most illustrious rulers. The noble and scholarly man Leander de Cosco translated the letter from the Spanish language into Latin, on the third day before the Kalends of May, 1493, in the first year of the pontificate of Alexander the Sixth.

"I know that it will be pleasing to you that my undertakings have turned out successfully: I have decided to tell you about them, so that you may be acquainted with everything done and discovered on this our voyage. On the thirty-third day after I departed from Cadiz." (a mistake on the part of the Latin translator: Columbus set out from Palos) "I came to the Indian Sea, where I found many islands inhabited by countless men, and took possession of all of them for our most fortunate king, with a proclaiming herald and flying standards, and with no one objecting. To the first of these I gave the name of the Blessed Savior." (San Salvador in Spanish; it was one of the Bahama Islands—just which one we are not sure) "relying on

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whose aid I had reached this as well as the other islands. But the Indians call it Guanahany. I also called each of the others by a new name. For I ordered one island to be called Santa Maria of the Conception," (probably Crooked Island, or North Caico) "another Fernandina," (identified by some authorities with Little Inagua, by others with Long Island, West Indies) "another Isabella," (Great Inagua or Fortune Island) "another Juana," (the island of Cuba) "and so on with the rest. As soon as we had arrived at that island which I have just now said was called Juana, I proceeded along its coast toward the west for some distance. I found it so large and so without perceptible end that I believed it was no island, but the continental country of Cathay" (China); "however, seeing no towns or cities situated on the seacoast, but only a few villages and rude farms, with whose inhabitants I was unable to converse, because as soon as they saw us they fled, I proceeded further, thinking that I would discover some city or large residences. Finally, perceiving that we had gone far enough, that nothing new appeared, and that this way was leading us to the north, which I wished to avoid, because it was winter in those lands, and it was my intention to go to the south . . ."

After a general introduction, Columbus describes the beauty of the islands, mentioning especially their unusual flora and fauna. He notes that the natives lacked every kind of iron, that they were timid, and that they showed "greater love for all others than for themselves."

The human side of Columbus' nature and his regard for the Indians is brought out in the following passage: "They give valuable things for trifles, being satisfied even with a very small return, or with nothing; however, I forbade that things so small and of no value should be given to them, such as pieces of plates, dishes, and glass, likewise keys and shoe-straps; although if they were able to obtain these, it seemed to them like getting the most beautiful jewels in the world. It happened, indeed, that a certain sailor obtained in exchange for a shoe-strap as much worth of gold as would equal three golden coins."

Columbus goes on to say that he gave them "many beautiful and pleasing things" that he had brought with him, "no value being taken in exchange," in order "that I might the more easily make them friendly to me, that they might be made wor-

shippers of Christ, and that they might be full of love towards our king, queen, and prince, and the whole Spanish nation." One of the Indian kings called Columbus "brother."

The natives, says Columbus, "practice no kind of idolatry: on the contrary, they firmly believe that all strength and power, and in fact all good things, are in heaven, and that I had come down from thence with these ships and sailors: and in this belief I was received there after they had put aside fear." The natives, he continues, are monogamous, each man being "content with only one wife, except the princes or kings, who are permitted to have twenty."

"On every island," he goes on, "there are many canoes made of a single piece of wood: and though narrow, yet in length and shape they are similar to our rowboats, but swifter in movement. They steer by oars alone. Some of these boats are large, some small, some of medium size. They row many of the larger boats with eighteen cross-benches, with which they cross to all those islands, which are innumerable, and with these boats they perform their trading, and carry on commerce. I saw some of these rowboats or canoes which carried seventy and eighty rowers."

Of the island of Dominica, which he

called Charis, Columbus says, "This island is inhabited by a certain people who are considered very warlike by their neighbors. They eat human flesh. They have many kinds of rowboats, in which they cross over to all the other Indian islands, and seize and carry away everything that they can."

The Ferdinand and Isabella edition of Columbus' letter consists of eight pages each of which contains thirty-three lines, except the first page with thirty-two, the seventh page with twenty-eight, followed by the words "Christoforus Colom Oceane ciassis Prefectus," and the eighth page, which contains a ten-line epigram addressed to the King of Spain, by the Bishop of Monte Peloso.

The Latin letter of Columbus, although plainly labeled a translation, was for centuries considered to be the only authentic account of his voyage derived from his own pen. Columbus' full report of his voyage, a diary which he sent to the Spanish sovereigns, has never been found, but a synopsis of it by Bartolome de Las Casas is extant, and has been printed in Navarette's *Colectiōn*. The Latin letter, however, was the chief source of information for both historians and laymen until the Spanish folios came to light in the nineteenth century.

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### AMERICAN CLASSICAL LEAGUE CITATIONS, 1944

By CLYDE MURLEY  
Northwestern University

In 1943, the Council of the American Classical League inaugurated a "citation," a form of honorable mention for persons of distinction who had voluntarily championed the cause of the classics. At that time the handsomely printed citation document of the League was sent to six persons. In 1944, four public figures who, from disinterested motives and sincere enthusiasm for classical culture, have repeatedly voiced their good will toward the classics have been similarly recognized by the League.

Naturally, professors of Greek and Latin and closely related subjects are not included in the citation lists, since their attitude is taken for granted, and their own standing involved, where the classics are concerned. But educators in other times have been considered entitled to recognition. This year's citations therefore honor Roscoe Pound, Dean of the Law School of Harvard University, among whose printed works are *Readings in Roman Law*, and whose address, "The Humanities in An Absolutist

**Epistola Christofori Colom: cui etas nostra multū debet: de Insulis Indie supra Gangem nuper inuētis. Ad quas pergendas octauo ante a mense auspiciis tere inuictissimorum Fernādi et Delisaberi Hispaniq Regū missus fuerat: ad magnificum dñm Gabrielem Sanchis eorundē serenissimorum Regum Tresaurariū missis: quā nobilis ac litteratus vir Leander de Cosco ab Hispano idiomate in latinum cōvertit tertio kal's Maii. Mcccc-xxiiii Pontificatus Alexandri Secuti Anno primo.**

**Q**uoniam suscepit prouintia rem perfectam me psecutum fuisse gratum tibi fore scio: has constitui exarare: que te vniuersitatem rei in hoc nostro itinere geste inuenient: ad moneant: Tricelum tertio die post Gadibus discessi in mare Indicum perueni: vbi plurimas insulas innumeris habitatas bonis inibus repperis: quarum omnium pro felicissimo Rege nostro pie conio celebrato et vexillis extensis contradicente nemine posse fissionem acceperis: p̄t̄mēq̄ earum diuī Salvatoris nomen imp̄sū: cuius fretus auxilio tam ad hanc: q̄ ad ceteras alias perueniū: Eam & Indi Guanabanin vocant. Aliarū etiam vnam quāq; novo nomine nuncupauit: quippe alia insulam Sancte Marie Conceptionis. aliam Fernandinam. aliam Dyſabellam. aliam Joānam. et sic de reliquis appellari iussi. Cum p̄mū in eam insulam quam dudum Joānam vocari dixi appulimus: ius gra eius lūtū occidentem versus aliquantulum processi: tamq; eam magnarū nullo reperto fine inueniū: et non insulā: sed contineat ēbatai prouinciam esse crediderim: nulla tū videntē op̄ida municipia in maritimis sita confinib; preter aliquos vicos et p̄edias rusticā: cum quoq; incolis loquā nequibam: quare si mul ac nos videbant surripiebant fugam. Progrediebar vtrac exstimas aliquā me vrbem villasue inuenturū. Deniq; videntē longe ad inodum progressis nibil noui emergebat: et bmoi vī nos ad Septentrionem deferebat: q̄ ipse fugere exoptabā: īterē regnabat bruma: ad histrumq; erat in voto cōtenderet

Gift  
Prof McCartney  
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### THE CLASSICAL OUTLOOK

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World," was published last fall in the Classical Journal (Vol. xxxix, October, 1943, 1-14); and William Chandler Bagley, Professor Emeritus of Education, Teachers College, Columbia University, whose influence as editor of School and Society has been in the highest degree valuable and commendable.

It is inevitable, since public expressions and effort must be the criterion of choice, that editors, columnists, and writers generally have been, and will be, frequent in the lists of persons cited. Prominent among favorable editors of newspapers is Lucien Price, leader of the distinguished group who constitute the composite character "Uncle Dudley" in The Boston Globe. The novelist Gertrude Atherton, who appeared on the San Francisco program of the American Classical League in 1939, is well known for her books on classical themes—*The Immortal Marriage* in 1927, *The Jealous Gods* in 1928, *Dido, Queen of Hearts* in 1929 (written specifically for the Bimillennium Vergilianum), and *The Golden Peacock* in 1936.

Roscoe Pound, William Chandler Bagley, Lucien Price, and Gertrude Atherton, then, by action of the League Council, will receive the American Classical League citations for 1944. Last year, League citations were given to Dorothy Thompson, Wendell Willkie, Walter Lippmann, John Kieran, H. J. Haskell, and Goodwin B. Beach. Each of these replied to President Ullman in a manner showing that the honor was genuinely appreciated. It is hoped that eventually the recipients of our awards will feel a certain community of the spirit in this connection, and enjoy an informal association of some kind.

The championing of our cultural cause by such as these, whom we honor (and by so doing honor ourselves), is graphic evidence that we are not merely a close corporation, teaching younger people in order that they may teach others, and so preserve the profession; but that the vested interests are indeed of a vital culture which belongs to the whole people, for which

we perform a necessary, but not the only, function. Since the American Classical League is the classical organization which aims especially to include all, professional and non-professional, who feel and enjoy the abiding value of the literary, artistic, philosophical, and political heritage of Greece and Rome—so central in American and European cultural history—it seems appropriate that the League should be the spokesman for classicists in recognizing those outside our ranks who make signal contributions to the maintenance and spread of classical influence. We welcome to the ranks the eminent persons this year cited.



### BENDEMEER'S STREAM

Translated by A. W. HODGMAN  
The Ohio State University

Rosarum tricla'st rivum ad Bendemeer  
Ad quam totum per diem aedon canit;  
Ibi puer libenter sub rosis sedens  
Audiebam, aedon dum dulce strepit.  
Rosarum et cantus haud immemor sum.  
Sed persaepe, cum annus effloret, solus  
Quaero si ibi nunc Philomela canat,  
Tranquillus si floreat rosis rivus.

Non: nam mox marcescabant ad aquas  
rosae,  
Tamen pauca sollerti sunt carpae manu  
Et e floribus ros distillatus levis  
Post aetatem odores reddebat diu.  
Sic memoria a voluptate trahit  
Rarum qui diu proferet hanc spiritum.  
Mihi sic cara cordi ut tunc oculus  
Rosarum tricla'st ad quietum rivum.



### YOUR RADIO PROGRAM

Have you or your classes put on successful radio programs? The Committee on Public Relations of the American Classical League is assembling information on radio programs about Latin or Greek or classical civilization. The Chairman, Professor Clyde Murley, of Northwestern University, Evanston, Illinois, would appreciate hearing about yours.

### VOX MAGISTRI

This department is designed as a clearing-house of ideas for classroom teachers. Teachers of Latin and Greek are invited to send in any ideas, suggestions, or teaching devices which they have found to be helpful.

"D-DAY"

D. R. CHARLES A. TONSOR, Principal of the Grover Cleveland High School, Ridgewood, New York City, sends in a letter from Miss Celia Ford, formerly Chairman of the Department of Classical Languages, Girls' High School, Brooklyn, N. Y. In it, Miss Ford expresses the opinion that the person who coined the expression "D-Day" must have had in mind the Latin word *dies*. "Old-time Latinists," she says, "will remember that *dies* was usually masculine, but it was feminine if it meant a particular, important, exactly dated day, a day of days, perhaps a day of glory or of dread . . . I think it was in this connection that in the last war the Germans, greatest students of Latin then, used the expression 'Der Tag,' 'the day,'—Doomsday for their enemies."

Miss Ford believes that "D-Day" contains some of the significance of "Dies Irae," "Judgment Day," and quotes a portion of the famous hymn:

Dies irae, dies illa  
Qua resurget ex favilla  
Iudicandus homo reus;  
Huic ergo parce, Deus!

On "D-Day," June 6, 1944, Dr. Emory E. Cochran, of Fort Hamilton High School, Brooklyn, N. Y., who has been posting news bulletins in Latin since the war began, put out an "extra" with a large heading, "Dies Incursionis."

AGAIN LATIN IN THE ARMY  
Rev. Lloyd R. Burns, S. J., of St. Ignatius High School, San Francisco, Cal., sends in an excerpt from a letter written by a former student of Latin, now in the armed forces:

"I have finally found a practical use for Latin. Last week we started guarding German prisoners at this P. O. W. camp. Most of them can't talk English, and I can't talk German, so we compromised and both talked Latin. We didn't talk it in the full sense of the word, but we got our ideas across."

"VENI, VIDI, FUGI"

Professor Robert T. Brown, of Los Angeles College, sends in the following comment, made by one of the graduates of his college:

"After Caesar finished one of his campaigns, he remarked, 'Veni, vidi, vici'; but after a certain modern dictator finished a campaign in Russia, he might have remarked, 'Veni, vidi, fugi.' "

## THE CLASSICAL OUTLOOK

## ABOUT WORDS

Dr. John F. Gummere, Headmaster of the William Penn Charter School, Philadelphia, Pa., writes:

"In a recent Vergil class, students enjoyed hunting for precise and felicitous translations of certain words. Examples of their recommendations are as follows (the key word, of which their translation is given, is underlined; the book and line number of the *Aeneid* are given first):  
 i, 714. ". . . pariter puero donisque *movet*ur"—"is thrilled."  
 iv, 156. Ascanius' horse—"a*cri* equo"—"spirited."  
 \*iv, 237. "Naviget! Haec *summa* est"—"the essence."  
 iv, 362. "Iam dudum *aversa* *tuet*ur"—"looks (at him) askance."  
 iv, 413. "Ire iterum in lacrimas"—"dissolve."  
 iv, 428. ". . . mea dicta negat *duras* demittere in auris"—"deaf."  
 iv, 437. Anna visits Aeneas—"misericorda"—"at her wits' end."

Dr. Gummere continues:

"The word *ineluctable*, about which I wrote a note some years ago, has appeared in Louella Parsons' column! The boys brought it in in triumph. It seems that three 'ineluctable girls' have been signed by a motion picture producer—a new and delightful use of a high-powered adjective!"

## DEAN WEST AND ST. AUGUSTINE

Professor Charles C. Mierow, of Carleton College, Northfield, Minn., writes in to express appreciation of the obituary note on Dean Andrew F. West in last year's CLASSICAL OUTLOOK. He says:

"Dean West was a wonderful man, and one of the greatest teachers I have ever known. I have always taken to heart his favorite quotation from St. Augustine—"Qui ergo docet vitabit omnia verba quae non docent (*De Doct. Christ.* iv, 21)."

Professor Mierow goes on:

"You probably know the story of the answer Dean West made to a student who inquired, 'Dean West, what's the difference between Augus'tine and Au'gustine?' 'My boy,' said Dean West, 'St. Au'gustine is in Florida; St. Augus'tine is in heaven!'"

## NEW DERIVATIVES

Miss Estella Kyne, of the Wenatchee (Wash.) High School, sends in clippings which show the use of new words of Latin origin in our language, among them the word *in-migrant*. Students should be encouraged to bring in and discuss such additions to our language. Miss Kyne also calls attention to the column, "Take My Word for It," which appears in the Kansas City Star and the Kansas City Times, and in which new or strange words are analyzed and discussed. Many

of the words treated in the column are of Latin or Greek origin.

## "HOW TO KILL THE LATIN CLUB"

Mrs. Mildred G. Gilpin, of the Tolleson School, Gary, Indiana, has a thriving Latin club, "Sodalitas Latina." She sends in the following precepts which are issued to new members of the club, under the heading, "How to Kill the Latin Club":

1. Don't attend meetings.
2. If you go, go late.
3. Don't accept any office; it's easier to criticize.
4. Don't pay your dues until you have to.
5. Don't bother recruiting new members.
6. Insist upon having official notices sent you, but don't pay any attention to them when you get them.
7. Don't waste any courtesy at a meeting. When you don't like what is going on, say so, but under no circumstances offer any constructive suggestions.
8. Devote most of your time to talking. Let someone else do the work. You can then accuse a few of running the club.
9. Look for hidden motives; don't credit brother or sister members with any ideals.
10. Don't cooperate with any officer or committee; make them cooperate with you.

11. If elected a delegate to a higher body or convention, don't bother about attending sessions. Then you can come home and report that the organization is in the hands of a political gang, and there's no use trying to do anything about it.

12. Remember, you know more than anyone else about everything. If the other members don't agree with you they're wrong."

These amusing rules have set students to chuckling, and have worked admirably "in reverse," where preaching would have failed.



## NEW YORK MEETING

A joint meeting of the American Classical League and the New York Classical Club will be held in New York City October 27 and 28. The general theme of the meeting will be "The Classics During the War and After." This will not be a general meeting of the League, but a local one for the vicinity of New York. Notices will be sent to League members in states near New York early in October. Others interested may write for copies of the program to the American Classical League, Vanderbilt University, Nashville 4, Tenn. It is hoped that members in other centers may arrange similar meetings.

## "TAKE IT OR LEAVE IT"

By MARGUERITE HASSE  
 Antigo (Wisconsin) High School

I have found that my ninth-grade Latin classes enjoy reviewing grammar, vocabulary, and supplementary material by taking part in a "Take It Or Leave It" program. The topics chosen for the program deal with many phases of the work studied, such as verb forms, the gender of nouns, declensions, numerals, prepositions, vocabulary, abbreviations, English derivatives, mythology, and Roman life. Seven questions are made up on each topic, beginning with an easy question and leading up to more difficult ones. The first question counts one point, and each question after that carries double the number of points granted to the preceding one; thus the final question counts sixty-four points.

The class is divided into two teams. Each contestant, in turn, draws one of the topics from a box. He may stop after he has correctly answered the first question, and give his team the one point credit, or he may continue. If he answers all seven questions correctly, his team wins sixty-four points. However, if he should miss a question, he loses all the points earned thus far. Most of the students are eager to continue on the program as long as they can answer the questions, rather than to stop after answering one or two questions.

These are samples of the types of questions used:

## I. On Minerva:

1. Name two things of which Minerva was the goddess.
2. Why did Minerva become angry at Arachne?
3. Into what was Arachne changed?
4. What does the term "Arachnid" mean?
5. What is Minerva's favorite bird?
6. What does the olive branch symbolize?

7. What branch of the armed services uses the head of Minerva as an insignia?

## II. On the third declension:

1. What genders do we find in the third declension?
2. What is the genitive singular ending in this declension?
3. Give an example of a feminine noun of this declension.

4. What is the accusative singular ending of masculine nouns in this declension?

5. What two endings are there for the genitive plural in this declension?

6. What is the ablative plural ending in this declension?

7. What is the accusative singular ending of neuter nouns in this declension?

## III. On Roman food:

1. What did the Romans use for cooking in place of butter?
2. Describe the shape of a loaf of Roman bread.

3. Name one vegetable common today that the Romans did not have.
4. Did the Romans have coffee?
5. What did the Romans use for sweetening in place of sugar?
6. Name a fruit common today that the Romans did not have.
7. What expression did the Romans use instead of our "soup to nuts"?

\* \* \*

## A PRACTICAL WAR USE FOR LATIN AND GREEK

By LILLIAN B. LAWLER  
Hunter College of the City of New York

**E**DUCATORS have long been in substantial agreement on the value of coordination between the various subjects of the curriculum, particularly on the high school level, and to a lesser degree on the college level as well. Accordingly, teachers of the classics and their administrative superiors will be glad to note that two recent publications place in their hands the materials for a possible three-way correlation which is highly unusual, and which is of great significance at the present time—a correlation of Latin and Greek, army and navy training courses, and shorthand. In most cases we teachers of the classics have perhaps not tried as hard as we might to join forces with teachers of business subjects; yet such collaboration can be very fruitful. As for correlation with pre-induction courses—most of us seem to have overlooked this possibility entirely.

The two publications to which we have referred are *Most-Used Army Terms*, by J. J. Jontig and Charles Lee Swem (New York: Gregg Publishing Co., 1944, 60¢) and *Most-Used Navy Terms*, by Harry W. Newman (New York: Gregg Publishing Co., 1942, 50¢). Small, paper-backed manuals, they are devised for use in classes in shorthand; and the shorthand outlines for the "most-used terms" are stressed. There is no reason, however, why the same booklets could not be used in Latin and Greek classes, as an aid in derivative study. Boys who are looking forward to early induction, and girls who plan on entering the women's services, would respond well to derivative study so motivated. If those same students happened to be enrolled in shorthand or pre-induction courses at the same time, that would be all to the good; and I believe that teachers of these courses would welcome the added stress which the Latin teacher could give to the vocabulary which they were endeavoring to teach. A large percentage of the terms included will be of post-war importance also. As a matter of fact, many of them are English words which should be in the vocabulary of any well-informed person; and most of the Latin roots, prefixes, and suffixes in-

volved in the lists are those ordinarily met in high-school Latin.

With the permission of the Gregg Publishing Company, the present writer has made an etymological analysis of the terms in the two booklets, and the results obtained seem of some interest.

The earlier manual, *Most-Used Navy Terms*, was compiled by an instructor in shorthand at the Resident Yeoman School, United States Coast Guard, New London, Conn., and is the result of seventeen years' experience in the Yeoman Corps of the Coast Guard. From something like 1,500,000 words and phrases used in his work, the author selected 3000 of high frequency for the present list. He has clas-

and beam, one term, was counted as three Teutonic words. No word was counted more than once in any one list; e.g., since *compass* is listed as a separate word, it was not counted again in the term *compass direction*. The various categories were, however, analyzed independently, so that there is some overlapping. For instance, *drift* appears in the navigation terms and in ordnance and gunnery terms as well. Such duplication is not frequent. Throughout, the *New English Dictionary* of the Oxford University Press was used as the etymological authority.

The results of the etymological analysis of *Most-Used Navy Terms* were:

1. Navigation Terms—Latin, 55.5%; Greek, 19.1%; Teutonic, 22.0%; Miscellaneous, 3.3%.

2. Meteorology Terms—Latin, 36.8%; Greek, 25.9%; Teutonic, 28.2%; Miscellaneous, 8.5%.

3. Oceanography Terms—Latin, 29.5%; Greek, 19.6%; Teutonic, 40.1%; Miscellaneous, 10.6%.

4. Ordnance and Gunnery Terms—Latin, 40.7%; Greek, 13.1%; Teutonic, 38.3%; Miscellaneous, 7.6%.

5. Radio Communications Terms—Latin, 53.2%; Greek, 29.8%; Teutonic, 5.8%; Miscellaneous, 11.4%.

6. Electricity Terms—Latin, 49.9%; Greek, 26.1%; Teutonic, 18.4%; Miscellaneous, 5.7%.

7. Marine Engineering Terms—Latin, 38.7%; Greek, 22.7%; Teutonic, 24.1%; Miscellaneous, 14.3%.

8. Lifeboat Station Terms—Latin, 26%; Greek, 2.6%; Teutonic, 44%; Miscellaneous, 27.3%.

9. Carpentry Terms—Latin, 39.5%; Greek, 3.4%; Teutonic, 32.4%; Miscellaneous, 34.8%.

10. Photography Terms—Latin, 29.1%; Greek, 10.4%; Teutonic, 45.9%; Miscellaneous, 14.5%.

11. Aviation Terms—Latin, 30.4%; Greek, 25.9%; Teutonic, 38.9%; Miscellaneous, 5.4%.

12. Personnel Terms—Latin, 61.5%; Greek, 9.1%; Teutonic, 25.6%; Miscellaneous, 3.4%.

13. Small Stores Terms—Latin, 45.1%; Greek, 3.5%; Teutonic, 42.4%; Miscellaneous, 8.4%.

14. Pay and Supply Terms—Latin, 68.8%; Greek, 5.1%; Teutonic, 23.9%; Miscellaneous, 2.4%.

15. Cooking and Baking Terms—Latin, 49.2%; Greek, 8.3%; Teutonic, 36.4%; Miscellaneous, 5.8%.

16. Legal Terms—Latin, 79.4%; Greek, 2.1%; Teutonic, 17.7%; Miscellaneous, 1.4%.

17. Miscellaneous Terms—Latin, 33.5%; Greek, 10.2%; Teutonic, 46.8%; Miscellaneous, 9.3%.

It is interesting that terms of Latin origin predominate in all groups but five (oceanography, lifeboat stations, photog-

sified the terms into seventeen groups, and in each group he has listed the terms alphabetically.

In analyzing the lists etymologically, the present writer has adopted the following procedure: Four categories were used—Latin, Greek, Teutonic, and Miscellaneous (the latter including all other sources, and also words of uncertain origin). Proper names were included in the miscellaneous category. Prefixes and suffixes were not considered in the computations; thus *algebraic*, an Arabic word with a Greek suffix, was counted as Arabic, and thus miscellaneous. Hybrid words were counted as half a word for each language involved—e.g., *portside* was counted as half Latin, half Teutonic. Terms consisting of two or more words were treated as separate words—e.g., *bow*

raphy, aviation, and miscellaneous); and that terms of classical origin (Latin and Greek together) predominate in all groups but three (lifeboat stations, photography, and miscellaneous).

Figures on the Navy list as a whole are as follows: Latin, 47.9%; Greek, 15.3%; Teutonic, 29.7%; Miscellaneous, 7.4%. Thus, the list shows a heavy preponderance of terms of classical origin, and of Latin origin in particular.

The second manual, *Most-Used Army Terms*, was compiled by a warrant officer of many years' service in the Army, and an experienced shorthand reporter. The authors made "an exhaustive search of every medium in which Army terminology can be found, such as Army handbooks, magazines, and correspondence," and have compiled in this booklet a list of 5000 of the terms of greatest frequency in the material which they examined. The authors suggest that the list may serve incidentally as "a handy Army spelling guide."

This booklet is different in arrangement from the Navy pamphlet. There are no subdivisions in the list of terms; and derived expressions are placed under the major words of those expressions—e.g., under "munitions" appear "Munitions Building" and "munitions distributing point." In the etymological analysis of the list, each word was counted once only.

The results of the etymological analysis of *Most-Used Army Terms* were:

Latin, 51.7%; Greek, 15.7%; Teutonic, 25.2%; Miscellaneous, 7.2%.

Here the overwhelming preponderance of derivatives from Latin and Greek is again obvious. Even if no formal coordination be undertaken, the wise teacher of the classics would do well to investigate Army and Navy terminology in compiling derivative lists for his classes.



### ON ITALIANS AND GERMANS

Professor Ruth E. Messenger, of Hunter College, has turned up the following curious passage in the works of Venantius Fortunatus (*Misc. vii*, 20, 9-12). It is a portion of a metrical epistle to his friend Sigismundus, asking for invasion news from Germany and Italy.

Carissimo et omni gratia praedicando  
Sigismundo Fortunatus salutem.

Si gravis arma tenens Italas terit hospes  
arenas,  
Aut quae Francus habet, pagina pandat,  
age.  
Quid geris, oro, refer, tamen, ut quo,  
longius opto.  
Vivas pars animae dimidiata mea.



Celebrate the birthday of the poet  
Vergil on October 15.

### LEAGUE OFFICERS FOR 1944-45

MEMBERS OF THE AMERICAN CLASSICAL LEAGUE are reminded that their officers are their representatives in the determination of policies of the League. All officers will welcome suggestions from members, and will gladly clarify any matter upon which questions may be raised.

The officers of the American Classical League for the year 1944-45 are as follows:—President, B. L. Ullman, University of North Carolina; Vice-Presidents, Anna P. MacVay, of Athens, Ohio, Charles E. Little, of Peabody College for Teachers, Nashville, Tenn., Richard M. Gummere, of Harvard University, and W. L. Carr, of Colby College, Waterville, Maine; Secretary-Treasurer Clyde Pharr, Vanderbilt University; Editor of THE CLASSICAL OUTLOOK Lillian B. Lawler, Hunter College; Business Manager of THE CLASSICAL OUTLOOK Dorothy Park Latta, The Lenox School, New York City; Elective Members of the Council, Fred S. Dunham, of the University of Michigan, John W. Spaeth, Jr., of Wesleyan University, Walter R. Agard, of the University of Wisconsin, Kevin J. Guinagh, of Eastern Illinois State Teachers College, Dennis Martin, of Winthrop College, Rock Hill, S. C., and Mars M. Westington, of Hanover College; Members of the Executive Committee, the President, the Secretary-Treasurer, Clyde Murley, of Northwestern University, W. L. Carr of Colby College, John W. Spaeth, Jr., of Wesleyan University, and Norman J. DeWitt, of Washington University, St. Louis; Members of the Finance Committee, the President, the Secretary-Treasurer, and Edna White, of Dickinson High School, Jersey City, N. J.; Members of the Council *ex officio*, The Editor and Business Manager of THE CLASSICAL OUTLOOK, M. Julia Bentley, of Hughes High School, Cincinnati, Ohio, and Helen Dean, of Lewis and Clark High School, Spokane, Wash. In addition, there are fourteen other members of the League Council, elected by various classical organizations as their representatives. The names of these representatives will be furnished upon request by secretaries of regional classical associations.



### BACK NUMBERS

Extra copies of early issues of THE CLASSICAL OUTLOOK, especially Volumes XIV-XVIII, are urgently needed in the office of the American Classical League, Vanderbilt University, Nashville 4, Tenn. If you have no further use for your old copies, would you consider contributing them to the League?

### AMERICAN CLASSICAL LEAGUE

#### REPORTS OF OFFICERS

##### REPORT OF THE PRESIDENT

ONE FUNCTION of the American Classical League is to watch trends in the educational field and their bearing on the teaching of the classics. The war has, of course, caused great dislocations, but these will not continue any more than they did after the last war. College work in the classics has diminished almost to the vanishing point, but that is an inevitable development, not confined to the classics, and should cause no alarm for the future. In the high school, Latin seems not to have been greatly affected except in the upper years.

More important is the question of the future of the classics. In the last year or two there has been a tremendous growth in the literature on the humanities, and, like rapid growths in animal tissue, it is not all benign. Some writers have expanded the term *humanities* to include almost everything; others have blithely excluded the classics. Our view is that the classics are the heart of the humanities. In making this claim we are not unaware of the importance of the other organs. We have no desire to bring about a strike on their part, as in the fable that Menenius Agrippa told the Roman plebs. And when we speak of classics we mean the teaching of the Greek and Roman civilizations through their languages and literatures. That is the primary discipline. Courses in history, art, literature in English, valuable as they are, must be regarded as subsidiary. There is a tendency to turn away from the concreteness of language study and its inductive method of achieving a knowledge of ideas and principles in favor of a more nebulous approach by deductive processes which seem to me ill-suited to most high-school and college students, at least if this method be exclusively pursued.

During the past two years we have seen a great increase in the number of foreign languages taught for war purposes, and a change in method brought about by a change of aim and by the intensive program. There is an active interest in post-war maintenance of the languages that are new or relatively new to the curriculum. I must confess to skepticism about the importance of the Asiatic languages for most students after the war. There is also great activity in the movement to continue the methods of the intensive language program in peacetime. I seem to sense a drawing away of some of our modern language friends from us in their eager pursuit of the pot of gold.

Every once in a while one of our Latin-

American neighbors stresses the importance of the classics as the common bond between them and us, but those of our own people who are most concerned with the development of friendly relations between the hemispheres seem to be completely unaware of the opportunity for achieving their ends which lies in their grasp.

Our soldiers in Italy are impressed by the value of their Latin study in learning Italian and in other ways, while our Latin students connect their Latin reading with events in Italy. In class they read Pliny's account of the eruption of Vesuvius and at home they see newspaper stories, with strikingly similar details, of a current eruption. They read about the quiet Liris in Horace, and in the news columns about its temporary noisiness. The peace and quiet of Cicero's and Horace's Anzio is in strong contrast with recent accounts of that beachhead.

In initiating the plan of giving citations to a carefully selected group of active friends of the classics, the American Classical League wished to give recognition to those who have been outstanding champions or who in other ways have kept the classics before the public. The classics have many friends, but for the most part they are silent. It would be a great help if in every community the classical teachers might get influential citizens to express their views on the classics.

In respect to its usual functions, the American Classical League has had a very successful year, in spite of difficulties caused by the war. The devotion of the Editor of THE CLASSICAL OUTLOOK, Miss Lawler; of the Director of our Service Bureau, Miss Latta; of our office force, Mrs. Beatty and Mrs. Brown; and of our printer, Mr. Paddock, have overcome formidable obstacles. The decision of Miss Latta to retire from the directorship of the Service Bureau, on account of the pressure of her teaching duties, must be accepted, though with great reluctance. The American Classical League and all Latin teachers owe her deep gratitude for the ideas she has furnished and for the practical ways in which she has carried them out.

—B. L. Ullman, President

REPORT OF THE SECRETARY FOR THE YEAR  
MAY 1, 1943 — MAY 1, 1944

Comparative Membership Table

	May 1 1944	1943
Annual	3093	3135
Life	125	125
Patrons	0	2
Supporting	5	15

League annual membership during 1943-1944 declined only a little more than one per cent, but there has been a steady decline over a period of years in the number of patrons and supporting members. If the League is to continue its

activities something must be done about this loss. A committee is working on the problem, but members themselves can help by making every effort to enroll new teachers in the League.

The Junior Classical League continued to add to its membership, with 9288 members this year.

An increase in the number of combination memberships and subscriptions is noted for the past year.

REPORT OF THE TREASURER FOR THE YEAR  
MAY 1, 1943 — MAY 1, 1944

Current Funds

Receipts

Balance May 1, 1943	\$ 3,720.88
Membership Fees	3,128.60
Junior Classical League (net)	856.58
Sale of Service Bureau Materials (net)	3,528.68
Advertising	328.68
Emergency Fund	102.96
Miscellaneous	3.80
 Total	 \$11,670.18

Disbursements

Clerical Help	\$ 3,660.26
The Classical Outlook	2,023.29
Postage	1,110.24
Printing and Stationery	1,187.94
All Other Items	294.84
Balance May 1, 1944	3,393.61
 Total	 \$11,670.18

Balance in Endowment Funds \$2,960.00

—Clyde Pharr, Secretary-Treasurer

REPORT OF THE DIRECTOR OF THE SERVICE BUREAU AND BUSINESS MANAGER OF THE CLASSICAL OUTLOOK

Enough paper is on hand to carry THE CLASSICAL OUTLOOK through this coming year. In accordance with war-time regulations, the weight of the paper is lighter but the price is higher. Printing costs have also increased slightly. The difficulties of shipping from New York to Nashville delayed the mailing of THE CLASSICAL OUTLOOK last year, but this situation is being rectified as much as possible by earlier dates for printing and preferred shipping for publications. The amount of advertising for the past year was about the same as for the year before.

In the Service Bureau, sales of materials to teachers were more numerous this past year, but increased costs will make it necessary to raise prices this coming year. Many requests for information from teachers were answered again this year.

The Junior Classical League continued to hold its own in activities and in numbers this past year in spite of war-time difficulties. A total of 328 chapters with 9288 members was recorded this year. Because of war-time restrictions on base metal, the pin became a sterling silver pendant. The necessarily increased price plus the 20% excise tax made its price 65 cents in contrast to the former 35 cents. Requests for an alternative membership

fee of 25 cents for the membership card only were referred to the Junior Classical League committee. It recommended that this suggestion be carried out for the duration of the war. State organizations of the Junior Classical League continued if at all through executive committee meetings because of travel restrictions.

The difficulties of working as Director *in absentia* became increasingly apparent as the Director's teaching duties became more pressing. The Director accordingly presents her resignation herewith, with regret; she feels that this is in the best interests of the League's Service Bureau. The Director thanks Mrs. Beatty and Mrs. Brown of the Vanderbilt office for their invaluable help, without which the Director's work could not have gone on.

—Dorothy Park Latta,  
Director and Business Manager

REPORT OF THE EDITOR OF  
THE CLASSICAL OUTLOOK

The eighth volume of THE CLASSICAL OUTLOOK, the twenty-first in the continued LATIN NOTES series, for the year 1943-44, consisted, in spite of rising costs, of the usual 84 pages, of which 5½ were devoted to advertising. Contributors numbered 70, and represented 27 states. They included a Navy lieutenant, an ensign in the WAVES, and several privates in the army; a defense worker, a newspaper man, a priest, an investment broker, a physician, a teacher of chemistry, a professor of philosophy and one of history, and a noted poet and essayist. In the volume, 27 books were reviewed.

Throughout the year, emphasis was laid upon the value of the classics in modern education, so that embattled teachers might be well equipped with "ammunition." Continuing stress was also laid upon the correlation of Latin with war activities.

The whole-hearted cooperation of other classical periodicals has been a source of great gratification to the editor of THE CLASSICAL OUTLOOK during the year. Such a spirit of unity should augur well for the classics in this country.

In January, 1944, an exchange arrangement with The Teachers Digest was effected. This should extend our sphere of influence considerably.

As a result of war-time delays in trucking and mailing, it has been necessary to advance printing dates considerably. Accordingly, contributors are reminded that material for a given issue must reach the editor at least eight weeks before the date of the issue—e.g., material for the January issue must be in by the first of November.

During the year it was the sad duty of THE CLASSICAL OUTLOOK to record the death of Andrew Fleming West, first President of the American Classical League. —Lillian B. Lawler, Editor

PRIMA URBES INTER DIVOM  
DOMUS AUREA ROMABy CHARLES CHRISTOPHER MIEROW  
Carleton College, Northfield, Minnesota

THE GOTHIC HISTORIAN JORDANES, our chief source for the invasion of Europe by the Huns and the great battle of the Catalaunian Plains (Châlons-sur-Marne) in 451, declares: "Attila's mind had been bent on going to Rome . . . While Attila's spirit was wavering in doubt between going and not going, and he still lingered to ponder the matter, an embassy came to him from Rome to seek peace. Pope Leo himself came to meet him in the Ambuleian district of the Veneti at the well-travelled ford of the river Mincius. Then Attila quickly put aside his usual fury, turned back on the way he had advanced from beyond the Danube, and departed with the promise of peace." (C. C. Mierow, *The Gothic History of Jordanes in English Version*, Princeton University Press, 1915, pp. 113-114, xlii, 222-223.)

There is a tragic contrast between the ancient Huns and the Christian nations of the present as shown in our decline in reverence for the Eternal City, the acknowledged center of Christendom and the heir of western cultural achievement throughout the ages of the past.

In the twelve hundred and twenty-nine years between the traditional date of its founding and the so-called fall of the Western Roman Empire in 476 A. D., Rome was actually captured and sacked by a foreign foe only three times. First came its destruction by the Gauls in the year 390 B. C., after the defeat of the Roman army on the river Allia. That was a disaster to the entire world, involving as it did the complete loss of ancient records which were irreplaceable.

Almost exactly eight hundred years later, in 410 A. D., occurred the sack of the City by Alaric the Goth. For three days Rome was plundered by marauding soldiers. The aged Jerome, in his quiet cell at Bethlehem, wrote in a letter still extant: "A dreadful rumor reaches us from the west. They say that Rome is being besieged. The City which had taken all the world is itself taken." (Hilberg edition, cxxvii, 12, 1.) And he quotes not inappropriately from the Seventy-Ninth Psalm: "Deus, venerunt gentes in hereditatem tuam." In another of his letters he asks in words we might well echo today: "Quid salvum est, si Roma perit?" (cxxxiii, 16, 4). St. Jerome was stunned by the rising tide of barbarism by which culture and civilization were being engulfed. It seemed to him almost the end of the world.

It was in the year 455 that a new word, *vandalism*, came into being. It was

then that Gaiseric, king of the Vandals, crossed the Mediterranean from Africa, landing at Ostia, and under pretence of settling a dispute at Rome seized the City and pillaged it for fourteen days. Then the Dark Ages settled down upon Europe, not to be dispelled until the revival of learning and the Renaissance.

Are we not dangerously near a similar catastrophe in our present disregard for all things human or divine? Do we not need to reiterate in all sincerity of purpose the familiar words of the poet: "Let knowledge grow from more to more. But more of reverence in us dwell." Our heathen hearts still put their trust "in reeking tube and iron shard." Quid salvum est, si Roma perit?

## BOOK NOTES

Roman Towns. Photographs and Text by Ernest Nash. New York: J. J. Augustin, 1944. Pp. 201. \$6.00.

Although equipped with introductory text, a bibliography, and indices, this is essentially a "picture book." The first eight pages of plates contrast modern structures with ancient ones. Beginning with Plate 9, there are photographs of Roman walls, arches, streets, fora, bridges, *domus* and villas, wall paintings and mosaics, gardens, apartment houses, temples, basilicas, markets and shops, warehouses, mills, baths, sewers, theaters, amphitheaters, and tombs. Besides Rome, the author has used Pompeii, Herculaneum, Ostia, Paestum, Caere, etc., as a source for his illustrations.

The photographs are uniformly good, and many are unusual. Several are very recent—e.g., the one showing the second-century apartment house on the slope of the Capitoline Hill. The text contains some curious infelicities. Examples are: "Thermae architecture is well exemplified by Hadrian's Villa (p. 6); "Nerva transformed a track of the Argiletum—a main street leading to the Forum—into the Forum Transitorium enclosing a Temple of Minerva" (p. 11); "I was flanked by a Doric colonnade" (p. 11); ". . . a rear terrace into which a canal is constructed" (p. 21); "Because renovations did not change the basic building material, the whole area has been able to retain its architectural character" (p. 27). On page 7, *Cyclops* is treated as a plural; and on page 8, *wellconstructed* appears as a single unhyphenated word. The "Augustean period" is mentioned on Plate 137; and *interspaced* (p. 7), *affluent* (p. 12), and other words are oddly used. One hopes this sentence on page 7 is still true: "A large 300-foot section (sc. of the so-called Servian Wall) still stands alongside of the railway station, Roma Termini."

Six dollars seems to this reviewer an exorbitant price for so slender a volume, even in war times. —L. B. L.

Aristotle: *Generation of Animals*. With an English Translation by A. L. Peck. Loeb Classical Library. Cambridge, Mass.: Harvard University Press; London: Wm. Heinemann, Ltd., 1943. Pp. lxxviii+608. \$2.50.

Aristotle's amazing essay on reproduction is of interest to classical scholars and scientists alike. It illustrates well Aristotle's "inductive-deductive" method of reasoning, and large parts of it are still regarded as of scientific accuracy. The new edition is workmanlike. The editor provides a translation that is clear and accurate, and notes that range from modern scientific opinion to Biblical parallels. There is a good introduction, a summary of the contents of the essay, two appendices, and an index. —L. B. L.

## Notes And Notices

Dr. Jessie D. Newby, State Teachers College, Edmond, Oklahoma, has consented to serve as chairman of the Committee of State Chairmen for the American Classical League. The League will be grateful for any help teachers may be able to give Mrs. Newby in her work.

Officers of the Classical Association of the Middle West and South for 1944-45 are: President, Walter R. Agard, University of Wisconsin; Vice-President, A. P. Hamilton, Millsaps College, Jackson, Miss.; Secretary-Treasurer, Norman J. DeWitt, Washington University, St. Louis, Mo.

Officers of the Classical Association of the Atlantic States for 1944-45 are: President, John F. Gummere, Wm. Penn Charter School, Philadelphia, Pa.; Vice-Presidents, Donald B. Durham, Hamilton College, and Juanita M. Downes, Cheltenham High School, Philadelphia; Secretary-Treasurer, Franklin B. Krauss, Pennsylvania State College.

Officers of the Classical Association of New England for 1944-45 are: President, George A. Land, Newton High School, Newtonville, Mass.; Vice-President, Josephine P. Bree, Albertus Magnus College, New Haven, Conn.; Secretary-Treasurer, John W. Spaeth, Jr., Wesleyan University, Middletown, Conn.

Officers of the Classical Association of the Pacific States, Central Section, for 1944 are: President, Lillian Williams, Stockton (Cal.) High School; Secretary-Treasurer, W. H. Alexander, University of California.

Randolph-Macon Woman's College staged its thirtieth annual Greek play on April 29, 1944. This year the play was Sophocles' *Antigone*. The Greek plays are

directed by Professor Mabel K. Whiteside.

The twentieth annual production of a Greek play in English took place at Cedar Crest College, Allentown, Pa., on June 1 and 2, 1944. The play was the *Trojan Women* of Euripides, in a version combining that of Edith Hamilton and that of Gilbert Murray. Over seven hundred participants in past performances formed part of the invited audience.

A Classical Conference on the topic, "The Place of the Classics in the Post-War World," was held at Cornell College, Mt. Vernon, Iowa, on May 12 and 13, 1944, under the direction of Professor Mark E. Hutchinson. Distinguished speakers from Iowa and adjoining states led the discussion. The Department of Speech of Cornell College presented for the entertainment of visiting teachers the *Iphigenia at Aulis* of Euripides, in English translation.

On June 22, 1944, Saint Louis University, St. Louis, Mo., presented its fifth Latin Teachers' Institute. Topics discussed were "The Correlation of High School and College Latin," and "The Place of Latin in Dr. Hutchins' Scheme of Liberal Education."

Many chapters of the Junior Classical League have cooperated with the Classical Association of the Middle West and South in making its annual Latin Week a tremendous success. Particularly impressive reports have been received in this office from Ohio (Miss Alice Catherine Ferguson, Ashland College), Arkansas (Miss Essie Hill, Senior High School, Little Rock), and Michigan (Miss Ruth Hetzman, Royal Oak High School). More details will appear in an article on activities of the Junior Classical League, in our next issue.

Students of Clarke College, Dubuque, Iowa, have printed an ambitious pamphlet, "The Case for the Classics." Teachers interested in it should address Sister M. Joseph Aloysius, B. V. M., at the College. Students of The Central Catholic High School, Pittsburgh, Pa., have prepared a folder entitled "Ex Discipulis."

"On Co-ordinating Experiences," by Edgar W. Knight, Professor of Education in the University of North Carolina, appears in School and Society for April 1, 1944, pp. 237-8. It is a delightful, witty "spoofing" of so-called Progressive educators.

In The Catholic World for April, 1944, appears "A Guide to Living," a charming biographical sketch of Epictetus, by Charles C. Mierow, of Carleton College.

On March 19, 1944, the Hartford (Conn.) Daily Courant gave a great deal of space, under the heading "Latin Study Offers Useful Background," to an address by Robert H. Mahoney, Director of Secondary Instruction of Hartford, on the occasion of the Latin Contest sponsored

by the Classical Association of Connecticut.

In an article entitled "The Use of an Internationally Understandable Language in Scientific Publications and in Congresses," in Science for April 14, 1944, pages 297-298, Professor Richard Wasicky, a scientist of the University of Sao Paulo, in Brazil, argues for a simplified form of Latin as an international language for the post-war world.

printing, all wrapping materials, and postage rates.

The Service Bureau has the following new and previously published material for sale.

603. *Cicero Versus Catilinam, or Mr. District Attorney.* A Burlesque Radio Skit. By Beth Delany. An amusing program for a Latin Club meeting or an assembly program.

10¢

#### THE 1945 LATIN CALENDAR

The 1945 wall calendar is 16 x 22 inches in size, printed on ivory paper with a spiral binding. As in our previous calendars, both the ancient and modern systems of numbering are used. Borders and Latin quotations are printed in color. The large, clear illustrations add to its interest. Price, \$1.35.

#### PATRIOTIC MATERIAL IN MIMEOGRAPHED FORM

The following mimeographs were announced previously but are still valuable for suggestions for classroom work and programs if the topical material is brought up to date.

- A. The War and the Curriculum. An interesting and helpful outline of material for classroom work on the possibilities of the study of Latin in the light of the war emergency. By a committee of New York City teachers. Price, 15¢
- B. Radio or Assembly Programs.
  1. *March of the Caesars.* Caesar's campaigns compared with those of Hitler in "The March of Time" style. 15¢
  2. A Radio Program. The derivation of significant words now in use, an appropriate selection from Virgil, the ancient basis of wedding customs, and Latin songs. 10¢
  3. *Death of a Democracy.* A play based on the conspiracy of Catiline with its lesson for our times. 15¢
  4. A Radio Program. An excellent comparison of President Roosevelt's oratory today with Cicero's Philippics against tyranny. 10¢
  5. Patriotism in the Roman Republic. To the tales of Roman citizens and heroes are added Latin songs and a short history of the Roman Republic to which we owe so much. 15¢
  6. A Radio Program. In addition to the derivation of words in the news are Latin songs and an amusing skit based on the story of Dido and Aeneas. 10¢
  7. *Blackout in Hades.* A humorous play which gives an account of the war between the Axis leaders and Pluto for control of the underworld. 15¢
  8. *The Furies and the Fuehrer.* A sequel to No. 7 in which the judge of the underworld presides

## MATERIALS

### American Classical League Service Bureau

N.B. Do not send cash through the mails. If you send cash and it is lost, we cannot fill your order until the lost cash is replaced. Please send stamps, money orders, or checks (with a 5¢ bank service charge added) made out to the American Classical League. In these times all of us are being asked to pay cash for our purchases. If you must defer payment, please pay within 30 days. Please order carefully by number, title, type (poster, mimeograph, pamphlet, etc.). Material ordered from the Service Bureau is not returnable. After two trips by mail the material is too damaged for resale, and the Service Bureau, a non-profit making organization, cannot afford this loss. In complying with these requests you will help the League and its Service Bureau immeasurably. Please note that the address of the Service Bureau is Vanderbilt University, Nashville 4, Tenn.

**NEW PRICES.** Please note that the prices of Service Bureau materials have been raised in many instances. This is a source of regret to the League's Service Bureau but the rise has been necessitated by the sharp increase in the cost of paper.

at the trial of the Axis leaders. 15¢

593. Practical Notes on the Production of Radio Programs. Useful suggestions on scripts, studio etiquette and signals, and a bibliography on broadcasting by a teacher with wide experience in this field. 10¢

594. Caesar for Military Training in Strategy. Also suggestions for teaching Cicero and Vergil in wartime. 10¢

596. A Translation of the *Marines' Hymn* and *Anchors Aweigh* into Latin. 10¢

597. Practical Suggestions for Teaching Latin in Wartime. Material taken from the columns of THE CLASSICAL OUTLOOK with some items added. 15¢

598. Translate Wartime Newspaper Headlines into Latin. Interesting examples of current headlines translated into Latin for the whole school. These are followed by extensive notes on the derivation of a word in the headline in English, French, Spanish, German. This device was followed with keen interest all year by the students of a large high school. 15¢

599. A Latin Translation of One Verse Each of "The Caissons Go Rolling Along" and "The Army Air Corps." 5¢

## BOOKS

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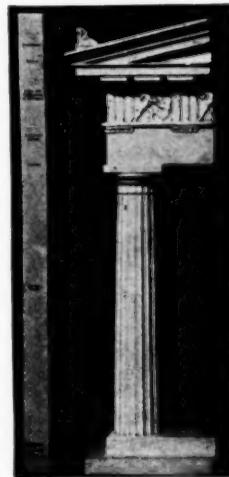
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